



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Coffin School

SAU: Brunswick School Department

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2011-2012 NCLB Report Card



School: Coffin School
SAU: Brunswick School Department
Grade: 03



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Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	65	65	100	69	72	73	8	62	22	9	65	0	
	2010-2011	51	49	96	69	77	70	8	61	20	10	47	2	2
Female	2009-2010	35	35	100	71	75	76	11	60	17	11			
	2010-2011	23	21	91	76	82	74	10	67	19	5			
Male	2009-2010	30	30	100	67	70	69	3	63	27	7			
	2010-2011	28	28	100	64	72	66	7	57	21	14			
Caucasian/White	2009-2010	54	54	100	74	73	74	7	67	17	9			
	2010-2011	43	42	98	69	78	71	10	60	19	12			
African American/Black	2009-2010	3	3	100			46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	4	4	100			58							
	2010-2011	3	3	100			60							
Asian or Pacific Islander	2009-2010	4	4	100			71							
	2010-2011	3	2	67			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	1	1	100			67							
Economically Disadvantaged	2009-2010	21	21	100	67	55	62	<1	67	19	14			
	2010-2011	19	19	100	47	53	58	5	42	37	16			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	8	100		42	38							
	2010-2011	11	11	100	45	33	34	<1	45	27	27			
Limited English Proficient	2009-2010	5	5	100			45							
	2010-2011	7	5	71			39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Coffin School
SAU: Brunswick School Department
Grade: 04



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Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	65	65	100	63	71	67	9	54	23	14	65	0	
	2010-2011	57	57	100	65	68	67	18	47	23	12	57	0	0
Female	2009-2010	28	28	100	71	75	71	14	57	21	7			
	2010-2011	28	28	100	68	77	72	18	50	18	14			
Male	2009-2010	37	37	100	57	67	63	5	51	24	19			
	2010-2011	29	29	100	62	59	63	17	45	28	10			
Caucasian/White	2009-2010	56	56	100	66	72	68	11	55	23	11			
	2010-2011	47	47	100	66	69	68	19	47	23	11			
African American/Black	2009-2010	4	4	100			43							
	2010-2011	2	2	100			40							
Hispanic	2009-2010	1	1	100			59							
	2010-2011	4	4	100			54							
Asian or Pacific Islander	2009-2010	3	3	100			71							
	2010-2011	4	4	100			67							
American Indian or Native Alaskan	2009-2010	1	1	100			64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	29	29	100	66	61	56	7	59	31	3			
	2010-2011	18	18	100	67	55	56	17	50	22	11			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	6	100		18	34							
	2010-2011	8	8	100		23	29							
Limited English Proficient	2009-2010	2	2	100			46							
	2010-2011	4	4	100			43							

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School: Coffin School
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Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	76	75	99	81	85	72	8	73	11	8	75	0	
	2010-2011	57	57	100	81	84	70	9	72	16	4	57	0	0
Female	2009-2010	34	34	100	79	85	78	9	71	15	6			
	2010-2011	22	22	100	82	83	75	9	73	18	<1			
Male	2009-2010	42	41	98	83	85	67	7	76	7	10			
	2010-2011	35	35	100	80	85	66	9	71	14	6			
Caucasian/White	2009-2010	67	67	100	82	85	73	7	75	10	7			
	2010-2011	50	50	100	84	85	71	10	74	12	4			
African American/Black	2009-2010	3	3	100		70	57							
	2010-2011	3	3	100			48							
Hispanic	2009-2010	2	2	100			70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	4	3	75			73							
	2010-2011	3	3	100			68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	29	29	100	62	67	62	<1	62	21	17			
	2010-2011	28	28	100	82	76	60	14	68	14	4			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	12	100	50	48	36	<1	50	17	33			
	2010-2011	6	6	100		22	34							
Limited English Proficient	2009-2010	4	3	75			49							
	2010-2011	2	2	100			46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	65	65	100	43	56	62	<1	43	25	32	65	0
	2010-2011	51	51	100	61	64	61	8	53	25	14	49	2
Female	2009-2010	35	35	100	37	51	61	<1	37	26	37		
	2010-2011	23	23	100	65	60	59	13	52	17	17		
Male	2009-2010	30	30	100	50	62	63	<1	50	23	27		
	2010-2011	28	28	100	57	68	64	4	54	32	11		
Caucasian/White	2009-2010	54	54	100	43	56	63	<1	43	28	30		
	2010-2011	43	43	100	58	65	63	9	49	30	12		
African American/Black	2009-2010	3	3	100			31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	4	4	100			52						
	2010-2011	3	3	100			49						
Asian or Pacific Islander	2009-2010	4	4	100			65						
	2010-2011	3	3	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			59						
Economically Disadvantaged	2009-2010	21	21	100	29	38	50	<1	29	29	43		
	2010-2011	19	19	100	37	41	49	<1	37	32	32		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	8	100		19	33						
	2010-2011	11	11	100	36	37	35	<1	36	27	36		
Limited English Proficient	2009-2010	5	5	100			35						
	2010-2011	7	7	100			29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	65	64	98	58	63	62	8	50	23	19	64	0
	2010-2011	57	57	100	65	61	60	12	53	19	16	57	0
Female	2009-2010	28	28	100	61	63	62	7	54	29	11		
	2010-2011	28	28	100	61	60	60	18	43	25	14		
Male	2009-2010	37	36	97	56	63	63	8	47	19	25		
	2010-2011	29	29	100	69	63	61	7	62	14	17		
Caucasian/White	2009-2010	56	55	98	58	63	63	9	49	24	18		
	2010-2011	47	47	100	64	62	61	15	49	19	17		
African American/Black	2009-2010	4	4	100			36						
	2010-2011	2	2	100			31						
Hispanic	2009-2010	1	1	100			45						
	2010-2011	4	4	100			48						
Asian or Pacific Islander	2009-2010	3	3	100			65						
	2010-2011	4	4	100			64						
American Indian or Native Alaskan	2009-2010	1	1	100			49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	29	28	97	54	50	50	11	43	29	18		
	2010-2011	18	18	100	61	41	48	11	50	22	17		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	6	100		18	36						
	2010-2011	8	8	100		19	31						
Limited English Proficient	2009-2010	2	2	100			38						
	2010-2011	4	4	100			35						

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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	76	75	99	60	69	64	11	49	23	17	75	0
	2010-2011	57	57	100	70	76	61	23	47	19	11	57	0
Female	2009-2010	34	33	97	61	67	64	9	52	30	9		
	2010-2011	22	22	100	77	76	61	18	59	14	9		
Male	2009-2010	42	42	100	60	71	64	12	48	17	24		
	2010-2011	35	35	100	66	76	61	26	40	23	11		
Caucasian/White	2009-2010	67	67	100	58	70	65	9	49	25	16		
	2010-2011	50	50	100	72	76	62	22	50	18	10		
African American/Black	2009-2010	3	2	67			37						
	2010-2011	3	3	100			32						
Hispanic	2009-2010	2	2	100			55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	4	4	100			67						
	2010-2011	3	3	100			59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	29	28	97	43	49	51	<1	43	21	36		
	2010-2011	28	28	100	71	65	47	21	50	18	11		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	12	100	33	40	34	<1	33	17	50		
	2010-2011	6	6	100		11	30						
Limited English Proficient	2009-2010	4	4	100			38						
	2010-2011	2	2	100			34						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Coffin School
 SAU: Brunswick School Department
 Grade: 05



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	54	54	100	70	72	64	7	63	22	7	54	0
Female	2010-2011	20	20	100	65	72	64	5	60	30	5		
Male	2010-2011	34	34	100	74	73	65	9	65	18	9		
Caucasian/White	2010-2011	50	50	100	72	73	66	8	64	20	8		
African American/Black	2010-2011	2	2	100			32						
Hispanic	2010-2011	0	0				50						
Asian or Pacific Islander	2010-2011	2	2	100			68						
American Indian or Native Alaskan	2010-2011	0	0				58						
Economically Disadvantaged	2010-2011	21	21	100	67	61	53	5	62	24	10		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	7	7	100		24	36						
Limited English Proficient	2010-2011	1	1	100			36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Coffin School
 SAU: Brunswick School Department
 Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 99	E: 99 M: 99	73	E: 75 M: 82	E: 69 M: 70	100	E: 100 M: 99	E: 99 M: 99	65	E: 67 M: 69	E: 61 M: 61	96	95	95
Caucasian/White	99	E: 100 M: 99	E: 99 M: 99	75	E: 77 M: 83	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	62	E: 68 M: 70	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 100 M: 99	E: 99 M: 99	68	E: 61 M: 66	E: 58 M: 58	100	E: 100 M: 99	E: 99 M: 99	56	E: 50 M: 47	E: 48 M: 47			
Students with Disabilities	*	E: 100 M: 98	E: 98 M: 98	38	E: 26 M: 34	E: 33 M: 30	*	E: 100 M: 98	E: 98 M: 98	25	E: 24 M: 13	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Coffin School
SAU: Brunswick School Department



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	2	16	8	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.